

DOCUMENT RESUME

ED 448 246

HE 033 655

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TITLE Reinventing Ourselves: Interdisciplinary Education,
Collaborative Learning, and Experimentation in Higher
Education.
ISBN ISBN-1-882982-35-5
PUB DATE 2001-00-00
NOTE 474p.
AVAILABLE FROM Anker Publishing Company, Inc., 176 Ballville Road, P.O. Box
249, Bolton, MA 01740-0249 (\$49.95). Web site:
<http://www.ankerpub.com>.
PUB TYPE Books (010) -- Collected Works - General (020)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Cooperation; Educational Innovation; *Experiments; *Higher
Education; *Instructional Effectiveness; *Interdisciplinary
Approach

ABSTRACT

This collection examines the experiences of and lessons learned from a variety of institutions that pioneered new approaches for more effective teaching and learning. The selections are: (1) "Dangerous Outposts: Progressive Experiments in Higher Education in the 1920s and 1930s" (Steven R. Coleman); (2) "The Innovative Colleges and Universities of the 1960s and 1970s: Lessons from Six Alternative Institutions" (Joy Rosenzweig Kliever); (3) "Interdisciplinary Education at Hampshire College: Bringing People Together around Ideas" (Ann P. McNeal and Frederick Stirton Weaver); (4) "Evergreen at Twenty-Five: Sustaining Long-Term Innovation: (Barbara Leigh Smith); (5) "Bridging Theory and Practice: Public Service at the Evergreen State College" (Magda Costantino, Emily Decker, Jeanine L. Elliott, Tina Kuckkahn, and Helen Lee); (6) "Learning Communities: A Convergence Zone for Statewide Educational Reform" (Barbara Leigh Smith); (7) "Integration and Assessment of Service-Learning in Learning Communities" (Karen Kashmanina Oates and Laura Gaither); (8) "Uncommon Sense: Liberal Education, Learning Communities, and the Transformative Quest" (Les K. Adler); (9) "Toward an Interdisciplinary Epistemology: Faculty Culture and Institutional Change" (Grant H. Cornwell and Eve W. Stoddard); (10) "Voices in Seminar: Ideologies and Identities" (Susan Fiksdal); (11) "Powerful Pedagogies" (William H. Newell); (12) "Should the Teacher Know the Answer? Two Ways To Organize Interdisciplinary Study around Inquiry" (Donald L. Finkel); (13) "Jenny's Painting: Multiple Forms of Communication in the Classroom" (Mark Pedelty); (14) "Student-Active Science in Interdisciplinary Studies: Problems and Solutions" (Janet F. Ott); (15) "Increasing Access in the Sciences through Interdisciplinary Feminist Perspectives" (Gary L. Bornzin); (16) "Building an Organization That Reflects Interdisciplinarity" (Anne G. Scott and Celestino Fernandez); (17) "The Academic Department in a Multidisciplinary Context: An Argument for the Administrative Holding Company amidst Communities of Learners" (Joseph J. Comprone); (18) "Alternative Ways of Organizing: The Importance of Organizational Culture" (Sandra J. Sarkela); (19) "Reconceptualizing the Faculty Role: Alternative Models" (James R. Chen, Michael V. Fortunato, Alan Mandell, Susan Oaks, and Duncan RyanMann); (20) "Interdisciplinary Assessment for Interdisciplinary Programs" (Karl L. Schilling); (21) "Students on Interdisciplinary Education: How They Learn and What They Learn" (John McCann); (22) "Learning To See Academic Culture

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through the Eyes of the Participants: An Ethnographic/Folkloristic Approach to Analyzing and Assessing the Cultures of Alternative Institutions" (Peter Tommercup); (23) "The Interdisciplinary Variable: Then and Now" (Julie Thompson Klein); (24) "Joining the Conversation: An Essay in Guiding Images for College Teaching and Learning" (Robert H. Knapp, Jr.); (25) "After the Revolution: New Directions for Alternative Education" (Robert Benedetti); and (26) "Knowledge, Politics, and Interdisciplinary Education" (Charles W. Anderson). (Each chapter contains references.) (SLD)